Child Signature Program
Data Collection Guidebook

A Guide for Local Evaluators and Program Coordinators

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Summary of Updates

This version of the *Child Signature Program (CSP) Data Collection Guidebook* contains important updates describing modifications to data collection and reporting guidelines for CSP 1 and 3, including data reported with the CSP Profile and Evaluation Data System (CSP Data System. These updates reflect evaluation experience gained by First 5 county commissions and First 5 California during the first two years of CSP 1 (Fiscal Years 2012–13 and 2013–14).

Important updates appearing in this version of the Guidebook include:

- An explanation of "frame" data for sites and classrooms under the *Data Aggregation and Categories* heading. This explanation clarifies data necessary for linking data tables, building data sets and queries, sampling, and analyses of comparisons across levels of aggregation (i.e., classroom- and site-level data).

- A new section, *Data Collection and Reporting Requirements*, has been added to the *CSP Evaluation Overview* for quick reference. This section clarifies which data elements are collected from *all classrooms* and which data are collected only from *evaluation classrooms.*

- Table 1, *CSP Data Reporting Matrix*, has been revised to show the submittal of fall cycle classroom-level data is now optional. (County commissions are still required to report these data during the spring assessment and reporting cycle.) Table 2, *CSP Evaluation Calendar*, also has been updated to reflect this change.

- The classroom sampling procedure has been updated to reflect minor changes regarding selection of Maintenance of Effort (MOE) evaluation classrooms. A detailed five-step procedure ensures accuracy during sampling.

- Clarification of difference between *developmental screening and assessment activity* and *assessment results* has been added to the *Classroom Data* section.

- Flow of the Guidebook is organized to reflect the sequence of data collection in the CSP data system for improved alignment with system user experience.

- Revisions to the *Assessment* section explain differences between developmental screening and assessment activity and assessment results. All data under the assessment section of the CSP data system are covered in the *Assessment* section of the Guidebook.

- An explanation of the Classroom Assessment Scoring System® (CLASS®) Toddler instrument has been added under the *Assessment Results* section to reflect the addition of a CLASS Toddler data collection form to the CSP data system. Table 9 shows domains and dimensions of the CLASS Toddler instrument.

- Three data elements have been added to the *Classroom Demographics* section of the CSP data system to measure how special needs (SN) children are identified and served. Two of these elements originally appeared under *Developmental Screening and Assessment Activity* in the 2013 Guidebook.

- A data element to collect secondary languages used by teaching staff has been added to the *Teacher Data* section to reflect the addition of that data field to the CSP data system.

- A data element to collect information about the teacher's role in the classroom (i.e., lead teacher, assistant teacher, teacher aide) has been added to the *Teacher Data* section to reflect updates to the CSP data system.

- The *CSP Evaluation Data Dictionary* (*Appendix A* of the Guidebook) has been revised to provide more detailed information about data collected—for example, there are new column headings such as variable, question, values, and format. For each data element, the variable name, the question that appears in the CSP data system, the values the variable can take, and the format (Boolean, text, categorical) are provided. The updated dictionary is intended to assist with alignment between local data collection systems and the CSP data system.

Purpose of the Data Collection Guidebook

This Guidebook documents required data and data collection procedures and reporting timelines to support First 5 California's evaluation of CSP. First 5 California designed this Guidebook to be useful to Local Evaluators (LE), Program Coordinators (PC), other Quality Essential Staff (QES), researchers, contractors, and data entry personnel during the evaluation of CSP. Data collection procedures and timelines covered in the Guidebook do not apply to CSP 2 counties unless they are planning to transition classrooms into CSP 3.

Organization of the Guidebook

The Guidebook is organized into five sections:

1) An introductory section (this section) that explains the purpose and organization of the Guidebook

2) An overview of the evaluation questions, design, and procedures

3) Classroom data collection and reporting requirements and procedures

4) Site data collection and reporting requirements and procedures

5) Two appendices that include the CSP Evaluation Data Dictionary and CSP Logic Model

Data Aggregation and Categories

The evaluation design separates data into two levels of aggregation: *classroom* data and *site* data. Classroom data cover CSP classrooms—the unit of analysis being the classroom.

Classroom data include:

- Quality improvement narratives

- Data on assigned QES working in classrooms

- Developmental screening and assessment activity

- Classroom demographics

- Teacher-to-child and provider-to-child ratios

- Environment Rating Scale (ERS) global scores

- Data about funding sources and streams

- Teacher data (including teacher demographics, work history, and educational attainment)

- Assessment results (for evaluation classrooms only)

Classroom assessment results include:

- Desired Results Developmental Profile 2010 (DRDP 2010) aggregate data

- ERS item-level scores

- CLASS$^{®}$ dimension and domain scores

Site data cover information about CSP sites with the unit of analysis being the site.

Site data include:

- DRDP *access* aggregate results

- Information about outreach, support, and professional development activities for staff and parents

- Desired Results (DR) Parent Survey results

First 5 California also collects classroom- and site-level data for comparisons across data profiles, levels of aggregation, school years, reporting cycles, and/or other First 5 California programs. These *frame data* facilitate data collection (i.e., sampling) and analyses by highlighting important strata or categories of sites and classrooms (i.e., Race to the Top-Early Learning Challenge [RTT-ELC] participating sites, classroom quality levels, center-based or family child care [FCC] home-based classrooms) to inform sampling strategies and serve as the basis for certain statistical comparisons. First 5 California collects these frame data when First 5 county staff add or edit sites or classrooms in the CSP data system and link them to county data profiles. *These frame data are the only data that can be copied (i.e., copied forward) from one school year, reporting cycle, or profile to another*.

Site frame data include:

- Site name

- Site street

- Site city

- Site ZIP code

- Academic Performance Index (API) decile

- Program type

- RTT-ELC Quality Rating and Improvement System (QRIS) participation

Classroom frame data include:

- Classroom name

- Classroom quality type

- Evaluation status (i.e., evaluation or non-evaluation)

- Opt-out status

This Guidebook describes each level of data aggregation in a separate section. The book further separates each level of aggregation into data categories and data elements. Data elements are the variables First 5 California will use for analyses; data categories are collections of data elements. The Guidebook goes over each data category (if applicable) and each data element for each level of aggregation. For each data category, this Guidebook describes the format and purpose of data elements in tables, suggests data collection strategies or procedures for some data elements, and provides timelines and other information to aid in the planning of data collection activities.

CSP Evaluation Overview

The primary goal of CSP is to develop high-quality, early childhood education (ECE) environments in California. In October 2011, the First 5 California Children and Families Commission approved funding of $45 million per fiscal year for three years for CSP.

CSP focuses on increasing quality in ECE programs for children at greatest risk of school failure. Two long-term goals of the program are to eliminate the achievement gap for at-risk children, and improve their lifetime academic achievement and associated life success. National research indicates that high-quality preschool has positive impacts on early childhood outcomes for disadvantaged and at-risk children with regard to cognitive and language skills, along with social and emotional development (Heckman and Masterov 2007). Other research finds that high-quality preschool programs improve school readiness and lead to better academic achievement in elementary school (RAND 2007). Additionally, cost-benefit and return on investment analyses demonstrate that investments in high-quality preschool generate substantial social and economic payoffs by reducing persistent social costs, such as unemployment, drug and alcohol abuse, and crime (Rees, Chai and Anthony 2012; Schweinhart et al. 2005; Heckman and Masterov 2007).

Approximately 50 percent of California's disadvantaged and at-risk 3- and 4-year-olds do not attend preschool, and even fewer attend high-quality preschool. To address the scarcity of high-quality early care and education programs in California, First 5 California allocated funding to improve the quality of ECE in multiple counties that submitted applications and qualified to participate in the program. The program is designed in two tiers: MOE classrooms must meet minimum classroom quality criteria and have access to the Early Education Effectiveness Exchange (E4). A second tier of Quality Enhanced (QE) classrooms have access to the resources of MOE classrooms plus funding to support a group of specialist personnel known as Quality Essential Staff or QES. Both tiers of the program will be evaluated with regard to improvements in physical classroom quality, quality of classroom interaction, and child development.

Evaluation Questions

The evaluation of CSP gauges the overall effectiveness of various classroom-level quality enhancements. The ultimate evaluation question is: How well does CSP reduce achievement gaps for at-risk young children? Program evaluation hypotheses are that quality enhancements such as increased parental involvement and outreach, increased developmental screening activity, enhanced classroom interactions, and enhanced classroom environments will translate to better outcomes for at-risk children.

To address the ultimate evaluation question, First 5 California outlined eleven specific research questions in *Attachment B* of CSP RFA 1 (First 5 California 2012). Attachment B separates these questions into outcome and process questions. As a result, the evaluation includes process measures useful for examining how well CSP works, how well it serves the public and specific target populations, and its cost effectiveness. The

evaluation also includes measures of outcomes, such as parent knowledge or social-emotional development, experienced by different groups and target populations (e.g., teachers and staff, parents, children with special needs, or dual language learners [DLL]). Specific outcome and process questions are as follows:

Outcome Questions

- Are classroom environments in CSP sites improving and meeting target quality criteria?

- Are the preschool and infant/toddler teachers in CSP classrooms using effective teaching and classroom interaction strategies to improve outcomes for young children?

- Are at-risk young children who participate in CSP or who receive services through CSP demonstrating improvement in their readiness to succeed at kindergarten entry?

- Is the developmental status of at-risk young children who participate in CSP improving over time?

- Are children with special needs, DLLs, and migrant children who participate in CSP making developmental gains?

- Are parents included in and satisfied with CSP?

Process Questions

- Are the conditions that lead to and support quality early care and education increasing among programs that participate in CSP?

- What strategies and services most effectively promote positive outcomes for children?

- Are some strategies more effective for DLLs or children with special needs?

- Are children with special needs being identified and receiving services as appropriate?

- What are the most effective outreach strategies for parents?

First 5 California plans to examine more specific child outcomes through the work of a contracted State Evaluator[1]. First 5 California will pose the following questions to the state evaluator:

Outcome Questions

- Is the language development of at-risk young children who participate in CSP improving over time?

- Are DLLs who participate in CSP making developmental gains?

- Are migrant children who participate in CSP making developmental gains?

- Is the development of early math skills of at-risk young children who participate in CSP improving over time?

- Is the social-emotional development of at-risk young children who participate in CSP improving over time?

Process Questions for State Evaluator

- What strategies and services most effectively promote positive outcomes for children?

- Are some strategies more effective for DLLs or children with special needs?

Data Collection and Reporting Requirements

The evaluation design separates the universe of CSP 1 classrooms into two groups: evaluation classrooms and non-evaluation classrooms. All QE classrooms are evaluation classrooms. Each year, First 5 California selects a random sample of MOE classrooms to complement QE classrooms. This group of QE and sampled MOE classrooms make up the *evaluation classrooms.* All other MOE classrooms not randomly selected are *non-evaluation classrooms*. The distinction between QE and MOE classrooms does not apply to CSP 3 since all CSP 3 classrooms are QE classrooms and also evaluation classrooms. CSP 2 offers a process within CSP to increase quality in classrooms not eligible for CSP 1 or 3 and will not be evaluated under this research design.

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[1] Though the role of the State Evaluator is discussed in this section, any evaluation conducted by a State Evaluator will be performed separately to complement data collection and evaluation activity described in this Guidebook. Since many of the same classrooms in CSP are also working with CDE through the RTT-ELC grant to develop a statewide QRIS RTT-ELC, First 5 California is working with CDE and the American Institutes for Research (AIR) to collect individual child-level outcomes through CDE's evaluation of the state QRIS.

Evaluation classrooms and non-evaluation classrooms have different reporting requirements. With the exception of detailed assessment results, which are optional for non-evaluation classrooms, all participating CSP classrooms must submit classroom-level data to First 5 California. CSP *evaluation classrooms* must report detailed assessment results (i.e., ERS assessment, CLASS® observation results, and DRDP 2010 aggregate results) in addition to the data required of all CSP classrooms. Data reporting requirements for *all classrooms* and additional requirements for *evaluation classrooms* are listed below.

Data Collection and Reporting Requirements for All CSP Classrooms

- Collect and Report: quality improvement narrative from classroom staff (collect a narrative from teaching staff only if QES have worked in the classroom)

- Information about QES (i.e., classroom assignment and qualifications)

- Developmental screening and assessment activity (i.e., assessment and screening tools used in the classroom)

- Classroom demographics: total children served, counts of children served by age category, counts of children served by racial/ethnic category, total count of DLLs, counts of DLLs by primary language, a count of children of seasonal migrants, a count of children identified with special needs, a count of children referred for developmental services, and a count of new children receiving developmental services

- Classroom ratios

- If any ERS assessment was conducted during the school year, collect and report ERS global score (average of all subscale scores)

- Funding sources and streams

- Teacher data on all teachers and staff working in CSP classrooms: gender, race or ethnicity, primary language used in the classroom, secondary language used in the classroom, highest level of education, ECE or child development (CD) related degrees, number of ECE or CD semester units, current California Child Development Permit level, classroom role, and participation in Comprehensive Approaches to Raising Educational Standards (CARES) Plus

Data Collection and Reporting Requirements for All CSP Sites

- Aggregated DRDP *access* results

- Site-level outreach and support activity: description of activities provided to parents, counts of participants in different types of engagement and support activities, description of professional development opportunities provided to staff, and counts of staff taking part in professional development opportunities

- DR Parent Survey aggregate results

Additional Data Collection and Reporting Requirements for CSP Evaluation Classrooms

- Age-appropriate ERS assessment during fall assessment and reporting cycle

- Age-appropriate CLASS® assessment during spring assessment and reporting cycle

- Age-appropriate DRDP 2010 for all children during fall, and spring cycles (report DRDP 2010 results aggregated to the classroom level)

The evaluation design separates data collection into fall and spring reporting cycles. Data reporting requirements for the spring cycle differ from those for the fall because the spring cycle coincides with the end of the school year. First 5 California collects most classroom and site-level data in the spring at the end of the school year. Although the CSP data system is designed to collect these data twice a year, most classroom- and site-level data (with the exception of DRDP *access* results) are optional for fall data collection and reporting cycles. Table 1 outlines important differences in data reporting requirements between fall and spring reporting cycles, including what data are to be collected, when that data will be collected, and who is responsible for data collection.

The fall assessment cycle begins on July 1 and ends on December 31 of each year. The spring assessment cycle begins on January 1 and ends June 30 of each year. Fall cycle data are due to First 5 California no later than 11:59 p.m. on January 31 of each year. Spring data are due to First 5 California no later than 11:59 p.m. on July 31 of each year. The CSP Evaluation Calendar (Table 2) details activities that should take place during the spring and fall; it should serve as a guide to help plan data collection and evaluation activities.

Table 1: CSP Data Reporting Requirements Matrix

	Data Elements to be reported		Who reports?
	Fall Cycle	**Spring Cycle**	
All CSP Classrooms	**Classroom Data (*Optional*)[a]** • QES • Developmental screening and assessment activity • Classroom demographics • Ratios • ERS global score (if appropriate) • Funding • Teacher data **Site Data** • DRDP *access* fall aggregate results	**Classroom Data** • Quality improvement narrative • QES • Developmental screening and assessment activity • Classroom demographics • Ratios • ERS global score (if appropriate) • Funding • Teacher data **Site Data** • DRDP *access* spring aggregate results • Outreach and support activity • DR Parent Survey aggregate data	PC or LE
Evaluation Classrooms only	**Assessment Results** • DRDP 2010 fall aggregate data • ECERS, ITERS, FCCERS[b] item-level scores for each subscale	**Assessment Results** • DRDP 2010 spring aggregate data • CLASS® dimension and domain-level scores	LE

a. Classroom data are made optional for Fiscal Year 2014–15.
b. Early Childhood Environment Rating Scale (ECERS), Infant/Toddler Environment Rating Scale (ITERS), and Family Child Care Environment Rating Scale (FCCERS).

Table 2. CSP Evaluation Calendar

Notes:
1. LEs and other research staff are encouraged to become familiar with the entire *Evaluation Calendar* before planning local evaluation activities. Some required data (i.e., student demographics and counts) may need to be tracked over the course of the school year.   2. Besides fall and spring data due dates (i.e., July 31 and January 31 of each year), the dates in this calendar are *recommendations only*. LEs are encouraged to develop their own evaluation calendars to help plan local evaluation activities relative to local processes and systems.

Fall Cycle July 1—December 31	

Jul	• Enter data from the spring evaluation cycle into CSP data system
	
	    - Spring DRDP 2010 assessment data (DRDP Preschool [DRDP-PS] and DRDP Infant/Toddler [DRDP-IT]) for evaluation classrooms
	    - CLASS$^®$ assessment results for evaluation classrooms
	
	 • Enter all classroom-level data for all CSP classrooms into the CSP data system
	
	 • Enter all site-level data for all CSP sites into the CSP data system
	
	 • Review local program participation and submit to First 5 California an accurate list of all classrooms expected to participate during the upcoming school year

	SPRING DATA DUE DATE: July 31 All data required for spring reporting is due on July 31
Aug	• Obtain and confirm list of evaluation classrooms from First 5 California • Distribute teacher opt-out forms to teachers in CSP evaluation classrooms • Distribute parent opt-out forms to parents of children in CSP evaluation classrooms

	• Teachers begin fall DRDP 2010 assessments (DRDP-PS, DRDP-IT, DRDP *access*)
Sep	• Begin ERS (ITERS, ECERS, FCCERS) observations in evaluation classrooms
Oct	
Nov	
Dec	• Compile and aggregate fall DRDP 2010 assessment results (DRDP-PS, DRDP-IT, DRDP *access*)
Spring January 1—June 30	
Jan	• Enter data from fall cycle into CSP data system - Fall DRDP 2010 assessment data (DRDP-PS and DRDP-IT) for evaluation classrooms - ERS assessment results (i.e., item-level scores) for evaluation classrooms **FALL DATA DUE DATE: January 31** All data required for fall reporting are due on Jan 31
Feb	• Teachers begin spring DRDP 2010 assessments (DRDP-PS, DRDP-IT, DRDP *access*)
Mar	• Begin CLASS® observations of evaluation classrooms • Begin classroom data collection (all CSP classrooms): - Quality improvement narrative - QES - Developmental screening and assessment activity - Classroom demographics - Ratios - ERS global score - Funding - Teacher data

	• Begin site data collection: - Parent engagement and support - Professional development
Apr	Distribute DR Parent Survey to CSP classrooms
May	
Jun	• Compile and aggregate spring DRDP 2010 assessment data (DRDP-PS, DRDP-IT, DRDP *access*) • Collect, compile, and aggregate DR Parent Survey results from CSP classrooms

Sampling Procedure[2]

For CSP 1 counties, First 5 California draws a random sample of MOE classrooms from an updated and accurate sampling frame that QES (i.e., LEs or PCs) provide. Sampling is stratified by county, age group served, and program type (center-based or FCC) when feasible and is drawn proportionate to size (i.e., the proportion of evaluation classrooms from any county will match the proportion of participating classrooms from the county). The combination of QE classrooms and randomly selected MOE classrooms constitute evaluation classrooms. All QE classrooms are evaluation classrooms. All other participating classrooms (i.e., MOE classrooms not randomly selected) in the county make up the non-evaluation classrooms. First 5 California returns the list to the LE and retains one copy. The complete sampling procedure is as follows:

1) In August, PCs and LEs work together to produce an accurate sampling frame file listing all classrooms that will be participating in CSP during the coming year.

- The sampling frame must be in the form of an Excel spreadsheet or comma separated values (CSV) file.

- The sampling frame must include the following variables:

  - County

  - Site_name (i.e., the name that will appear in the CSP data system)

  - Classroom_name (i.e., the name that will appear in the CSP data system)

  - Classroom_type (i.e., MOE or QE)

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[2] This sampling procedure does not apply to CSP 3 counties since all CSP 3 classrooms are QE evaluation classrooms.

- Age_group_served (i.e., P, IT, mix, or unknown)

- Program_type (i.e., center, FCC, other)

2) LEs or PCs confirm the sampling frame is accurate, complete, and up to date, and forwards it to First 5 California.

- Please include a brief summary of edits and a confirmation that the frame is accurate.

- Submit the frame by **August 15** so consent forms can be distributed to evaluation classrooms.

3) First 5 California will draw a sample of MOE classrooms from the frame.

- Sample size is proportionate to total classrooms in each county.

- First 5 California stratifies the sample by age group.

4) First 5 California creates an Excel spreadsheet of evaluation classrooms and forwards that list to LEs or PCs by **September 1**.

5) LEs or PCs review the list for accuracy and confirm with First 5 California via e-mail (csp@ccfc.ca.gov).

CPHS Protocol Requirements

The Committee for the Protection of Human Subjects (CPHS) is the state government institutional review board that provides oversight for the evaluation of CSP. First 5 California submits the CSP evaluation protocol for review and approval by CPHS annually. During its review, CPHS may require revisions to existing protocol forms and procedures. First 5 California will notify county commissions about any updates to forms and procedures as required by CPHS.

Key provisions of the current evaluation protocol approved by CPHS that must be observed by county commissions include:

1) **In Evaluation Classrooms, provide to teachers and parents the opt-out and Non-Medical Research Bill of Rights documents.** These documents are available in English and Spanish on the First 5 California website at http://www.ccfc.ca.gov/programs/csp/csp_evaluation.html.

   The consent process for the evaluation of CSP follows an opt-out model. In this type of consent model, all participants in a program are considered evaluation subjects until they choose to opt out. This differs from a traditional informed consent process where researchers ask study participants to consent ahead of time to have

information collected about them by signing an informed consent form. In the opt-out model, we assume CSP participants already have consented to evaluation activities by enrolling and taking part in the program. Both teachers in CSP evaluation classrooms and parents of students in CSP evaluation classrooms have the opportunity to opt out.

Opt-out has a specific meaning under the evaluation protocol approved by CPHS. Since CSP is a government program, and since the evaluation of CSP is low risk to participants, First 5 California can require that data be collected about program participants. Opting out does not mean that data will not be collected. Opting out means that the data collected from participants cannot be shared with other researchers or agencies outside of First 5 California. Data about CSP participants will be collected regardless of whether they opt out or not. This is an important point to make to CSP participants. The current versions of CSP teacher and parent opt-out forms are intended to make this idea clear.

Opt-out forms should be provided to all teachers and parents of students in CSP *evaluation classrooms* around August of each year. It is imperative these forms be distributed as soon as possible. Participants should be instructed to return the forms to LEs if they choose to opt out. If a teacher opts out or if parents opt out on behalf of their children, the original signed and dated teacher or parent opt-out form must be returned to LEs and then to First 5 California. To aid the tracking of participants who have opted out, a space is provided on the opt-out forms for LEs to indicate the county, site name (or ID), and classroom name (or ID). If any participant (teacher or parent) opts out, data from the entire classroom will be suppressed and cannot be shared with other researchers or agencies outside of First 5 California. CSP parent and teacher opt-out forms can be found on First 5 California's website at http://www.ccfc.ca.gov/programs/csp/csp_evaluation.html.

2) **Ensure no misuse of data related to program participation or evaluation of CSP**. It is the strict policy of First 5 California, and a requirement of CPHS, that data such as CLASS® observations or other information may not be used for individual evaluation of teachers, including personnel actions such as promotions, retentions, or discipline. The purpose of CSP evaluation is to assess the aggregate effects of public investment in improving the quality of early care and education, and is not a study about individual teachers.

3) **Immediately notify First 5 California management in the event of any adverse event or unanticipated problem with regard to teachers, parents, or children as the result of program evaluation activities.** First 5 California is required to report these events and problems within 48 hours to CPHS. Adverse events or unanticipated problems include, but are not limited to:

- Use of evaluation data for personnel review of individual teachers rather than program evaluation

- Theft, loss, or breach of program evaluation data. (breach is defined as access to evaluation data by non-approved program persons)

- Injury or other adverse outcomes for program participants as a result of program participation

4) **Meet data security requirements as described in the CPHS Data Security Requirements document.** The document is available at www.oshpd.ca.gov/Boards/CPHS/DataSecurityRequirements.pdf.

The CPHS document outlines three safeguard strategies to be followed: administrative, physical, and electronic. The most sensitive data to protect are Personally Identifiable Data (PID) defined as eighteen (18) identifiers listed in the glossary of the CPHS document. The statewide CSP evaluation effort does not collect PID. However, if LEs are collecting such information (e.g., names, addresses) as part of their evaluation activities, these data must be protected.

Classroom Data

First 5 California collects classroom data for *all CSP classrooms*. These data include quality improvement narratives; information about QES assigned to each classroom; information about developmental screening and assessment activity (including detailed assessment results for evaluation classrooms); classroom demographics; teacher-to-child and provider-to-child ratios; ERS global scores; information about funding sources and streams; and information about classroom teaching staff (including teacher demographics, work history and educational attainment). With the exception of fall DRDP 2010 aggregate results and ERS item-level scores, most classroom-level data are optional for the fall (see Table 1: CSP Data Reporting Requirements Matrix). Fall classroom data for all CSP classrooms are due no later than 11:59 p.m. on January 31 of each year, and spring classroom data for all CSP classrooms are due no later than 11:59 p.m. on July 31 of each year.

First 5 California collects other classroom-level data necessary for linking and making comparisons across data profiles, levels of aggregation, school years, reporting cycles, and other First 5 California programs. These data include classroom name, evaluation status (i.e., evaluation or non-evaluation), opt-out status, and classroom quality type. These basic data facilitate data collection, sampling, and analyses by highlighting important strata or categories of sites and classrooms (i.e., RTT-ELC participating sites, QE and MOE classrooms, center-based or FCC-based classrooms, etc.) that inform sampling strategies and serve as the basis for certain statistical comparisons and other administrative tasks. First 5 county staff enter these basic classroom-level data when they edit or create classrooms in the CSP data system.

Classroom data also include *assessment results* collected from evaluation classrooms. Assessment results include DRDP 2010, ERS, and CLASS® assessment results. Assessment *results* differ from developmental screening and assessment *activity* because assessment results provide detailed assessment data (i.e., dimension-level CLASS scores); whereas developmental screening and assessment activity provide a measure of what assessments were performed in the classroom. First 5 California uses the DRDP 2010 (DRDP-PS, DRDP-IT, and DRDP *access*) as a *quasi-outcome* measure to explore possible effects of CSP quality enhancements across multiple dimensions of children's development. Although DRDP 2010 is a *formative* assessment, for purposes of this evaluation, we will use it as a *summative* assessment to measure how children are developing in CSP classrooms at a programmatic level (i.e., the development of individual children is not examined). ERS and CLASS are widely used as measures of classroom quality and the quality of teacher-child interactions. These assessment results serve a dual role as process measures (inputs) and also outcome measures, but are necessary to measure classroom quality. Assessment results comprise the core of the evaluation data and help us examine whether CSP has improved classroom quality and whether quality effects children's development.

Quality Improvement Narrative

The quality improvement narrative documents teachers' experiences of the quality improvement activity (i.e., implementation of quality improvements) of QES. The purpose of the narrative is to document strategies that QES have taken over the course of the school year to improve classroom quality in a specific classroom. First 5 California uses these data to identify particularly common or effective strategies and to explore the work of QES as experienced by classroom staff. First 5 California collects the quality improvement narratives once per year near the end of the spring cycle.

Specifically, we ask classroom teaching staff to describe strategies or steps taken by QES during the school year to improve classroom quality in their specific classrooms. This question must be answered for each CSP classroom by staff who work in the classroom (i.e., teachers and classroom aides and assistants). Classroom staff should be encouraged to document these strategies and collaborate on the narrative throughout the school year. The following guiding questions can be posed to classroom staff to help them work together to draft the narrative:

- Has your classroom improved? If so, how?

- Who are the CSP QES who have worked in your classroom?

- Did CSP QES help your classroom to improve? If so how?

- What are some challenges in your classroom that CSP QES have identified and worked to resolve?

- What specific strategies have CSP QES used to help your classroom improve? (i.e., professional development, parent participation and family support, curriculum development, instructional strategies, classroom management)

- How have QES worked together to help your classroom improve?

Some MOE classrooms may not receive support from QES. In this situation, teaching staff can indicate QES have <u>not</u> worked in the classroom; this would make the submittal of a quality improvement narrative unnecessary.

The quality improvement narrative can be collected in a number of ways, but it is important to remember that First 5 county staff must enter the narrative into the CSP data system; therefore, it may be helpful to collect the quality improvement narrative in electronic format so t can be easily copied into the appropriate field. The *CSP Quality Improvement Narrative Data Collection Form* can be downloaded from http://www.ccfc.ca.gov/programs/csp/csp_evaluation.html.

Quality Essential Staff (QES)

QES data are necessary to document which types of QES are working in which classrooms. QES include PCs, LEs, Early Education Experts (EEE), Family Support Specialists (FSS), and Mental Health Specialists (MHS). First 5 California will not collect information about LEs, PCs, or MHSs under this data category (information about the work of these QES is collected elsewhere). Typically, there is only one PC and one LE per county, so a count of these QES is unnecessary. We assume that although LEs and PCs work across multiple classrooms, they generally do not work *in* classrooms and are not assigned to particular classrooms. Additionally, MHSs can be either an individual, a group of individuals, or some other entity such as a local county department or office that is contracted to provide mental health services for CSP classrooms. As with LEs and PCs, MHSs may work across multiple classrooms and may not be assigned to particular classrooms. (MHSs may be assigned to particular students, but their work is not tracked at an individual child level.) EEEs and FSSs, on the other hand, have caseloads and tend to work in specific classrooms (therefore, counting them is appropriate). Table 3 describes data elements under the QES data category.

Table 3: QES

Element	Description	Purpose
QES type	Indicates the type of QES working in the classroom. Categories include: • Early Education Expert (EEE) • Family Support Specialist (FSS)	• A compliance measure to document which and how many QES are working in classrooms • Useful as a process measure to examine where different types of QES are focusing their efforts • Used in combination with quality improvement narratives
QES degree type	Indicates level of education, degree types, and fields of study for each QES working in the classroom. Categories include: • Associate Degree—Child Development • Associate Degree—Other • Bachelor's Degree—Other • Bachelor's Degree—Social Work • Master's Degree—Other • Master's Degree—Child Development	• Necessary for producing descriptive statistics of QES working in classrooms • A compliance measure to document QES qualifications

	• Master's Degree—Child Psychology • Master's Degree—Educational Psychology • Master's Degree—Human Development • Master's Degree—Special Education • Master's Degree—ECE/CD • Ph.D.—Child Development • Ph.D.—Child Psychology • Ph.D.—Human Development • Ph.D.—Educational Psychology • Ph.D.—Special Education • Ph.D.—Other • No Degree	

Assessment

Basic assessment data include an indication of the types of assessments performed in the classroom, and are collected from all classrooms. These data are referred to as *developmental screening and assessment activity* and are intended to provide a process measure of activity, but not necessarily a measure of the results of that activity. First 5 California collects results of developmental screenings (e.g., referrals to mental health services) under the classroom demographics data category (see below). For evaluation classrooms, the CSP data system associates assessments (i.e., ERS, DRDP 2010, and CLASS®) with detailed data collection forms designed to collect assessment results at the dimension, domain, and measure levels as appropriate. We refer to these data as *assessment results*. The *assessment data* category includes both developmental screening and assessment activity, and assessment results.

Under the *assessment data* category, data collection procedures for evaluation and non-evaluation classrooms are very different. Non-evaluation classrooms must submit data about types of assessments performed in the classroom. Evaluation classrooms must submit DRDP 2010 fall and spring aggregate results for each measure of each domain, ERS assessment results at the item level, and CLASS assessment results at the dimension levels in accordance with the appropriate fall and spring assessment and reporting cycles. These data are in addition to data required for non-evaluation classrooms under this category. LEs are responsible for submitting assessment results to First 5 California by the established fall and spring due dates, and are the only QES able to enter or edit detailed assessment results. PCs are responsible for reporting on developmental screening and assessment activity.

Developmental Screening and Assessment Activity

Data about developmental screening and assessment activity include types of assessments and developmental screenings used in the classroom. Table 4 describes each data element under *developmental screening and assessment activity* and explains the purpose for each element. Additionally, data collection procedures are recommended for particular elements within the *Description* column. Assessment results are covered in the next section.

Table 4. Developmental Screening and Assessment Activity

Element	Description	Purpose
Assessment type	Indicates the types of assessments and developmental screenings used in the classroom to examine the environment (classroom level) and also to screen individual children for developmental delays (individual child level) Assessment types include: • Ages and Stages Questionnaire (ASQ) • Ages and Stages Questionnaire-Social Emotional (ASQ-SE) • CLASS® PreK • CLASS Toddler • Devereux Early Childhood Assessment (DECA) • Devereux Early Childhood Assessment-Infant Toddler (DECA-IT) • DRDP-PS • DR Parent Survey • DRDP *access* • DRDP-IT • ECERS • FCCERS • ITERS • Preschool Language Scale (PLS-4) • Peabody Picture Vocabulary Test (PPVT-4) • Pre IPT Oral English Test • Woodcock Johnson (WJ3) • Other	• Process measure to examine which assessment and screening tools typically are being used in CSP classrooms • Compliance measure to determine if CSP classrooms are meeting certain classroom quality criteria

	Data can be obtained through program records of screenings and classroom assessments, from CSP teachers or other staff that are working with these tools in the classroom, or from QES such as MHSs or FSSs.	
Other assessment type	Indicates additional assessment and screening tools used in the classroom that are not included in the list of assessment tool types	Necessary to capture additional screening tools used in the classrooms that may not be captured by assessment or screening tool type

Assessment Results

First 5 California requires two assessments be performed on all evaluation classrooms: ERS, which include ECERS, ITERS, and FCCERS; and the CLASS®, which includes CLASS PreK and CLASS Toddler. Additionally, CSP requires fall and spring DRDP 2010 assessments for each child in CSP evaluation classrooms. DRDP 2010 documents the development of children in CSP classrooms. In accordance with California Department of Education (CDE) guidelines, DRDP 2010 pre-assessments should be conducted each year during the fall assessment cycle, and DRDP 2010 post-assessments should be conducted each year during the spring assessment cycle. LEs must aggregate results of these assessments by classroom and report to First 5 California, along with ERS and CLASS assessment results during the appropriate fall or spring assessment and reporting cycles. CSP evaluation classrooms must submit assessment results. Non-evaluation classrooms also may submit DRDP 2010 data, but these are not a requirement. ERS results and fall DRDP 2010 results are due no later than 11:59 p.m. on January 31. CLASS results and spring DRDP 2010 results are due no later than 11:59 p.m. on July 31.

Environment Rating Scales (ERS)

ERS assess the quality of early care and education environments by facilitating the observation and coding of the activity of children, teachers, other staff, and parents and their interactions with the environment (Cryer, Harms, and Riley 2003). Three different ERS instruments measure quality. ECERS is appropriate for environments serving children from two to five years of age; ITERS is appropriate for environments serving children from birth to two-and-one-half years of age; and FCCERS is appropriate for FCC environments. ECERS, ITERS, and FCCERS each include seven subscales of quality—each subscale is associated with a number of items that serve as dimensions of the subscale, and each item is associated with a number of indicators for that dimension. Specific indicators for each item in each dimension of each subscale differ across ERS assessments relative to what would be appropriate for the target age group or setting type. First 5 California collects ERS item-level scores within each subscale;

these scores range from 1 to 7.[3] The following tables list items under each subscale for each ERS.

Table 5. ECERS

Subscale	Item
Space and Furnishings	• Indoor space • Furniture for routine care, play, and learning • Furnishings for relaxation and comfort • Room arrangement for play • Space for privacy • Child-related display • Space for gross motor play • Gross motor equipment
Personal Care Routines	• Greetings/departing • Meals/snacks • Nap/rest • Toileting/diapering • Health practices • Safety practices
Language Reasoning	• Books and pictures • Encouraging children to communicate • Using language to develop reasoning skills • Informal use of language
Activities	• Fine motor • Art • Music/movement • Blocks • Sand/water • Dramatic play • Nature/science • Math/number • Use of TV, video, and/or computers • Promoting acceptance of diversity
Interaction	• Supervision of gross motor activities • General supervision of children • Discipline • Staff child interactions • Interactions among children
Program Structure	• Schedule • Free play

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[3] ERS instruments allow for some items to not be scored. However, to meet the data collection requirements of this evaluation, LEs should make every effort to score every item. In the rare situation that ERS items could not be scored, a "0" is appropriate. Zeroes are eliminated from the calculation of subscale scores.

	• Group time
	• Provisions for children with disabilities
Parents and Staff	• Provisions for parents
	• Provisions for personal needs of staff
	• Provisions for professional needs of staff
	• Staff interaction and cooperation
	• Supervision and evaluation of staff
	• Opportunities for professional growth

Table 6. ITERS

Subscale	Item
Space and Furnishings	• Indoor space
	• Furniture for routine care and play
	• Provisions for relaxation and comfort
	• Room arrangement
	• Display for children
Personal Care Routines	• Greetings/departing
	• Meals/snacks
	• Nap
	• Toileting/diapering
	• Health practices
	• Safety practices
Listening and Talking	• Helping children understand language
	• Helping children use language
	• Using books
Activities	• Fine motor
	• Active physical play
	• Art
	• Music and movement
	• Blocks
	• Dramatic play
	• Sand and water play
	• Nature/science
	• Use of TV, video, and/or computers
	• Promoting acceptance of diversity
Interaction	• Supervision of play and learning
	• Peer interaction
	• Staff-child interactions
	• Discipline
Program Structure	• Schedule
	• Free play
	• Group play activities
	• Provisions for children with disabilities
Parents and Staff	• Provisions for parents

	• Provisions for personal needs of staff
	• Provisions for professional needs of staff
	• Staff interaction and cooperation
	• Staff continuity
	• Supervisions and evaluation of staff
	• Opportunities for professional growth

Table 7. FCCERS

Subscale	Item
Space and Furnishings	• Indoor space for child care • Furniture for routine care, play, and learning • Provisions for relaxation and comfort • Arrangement of indoor space for child care • Display for children • Space for privacy
Personal Care Routines	• Greeting/departing • Nap/rest • Meals/snacks • Diapering/toileting • Health practices • Safety practices
Listening and Talking	• Helping children understand language • Helping children use language • Using books
Activities	• Fine motor • Art • Music movement • Blocks • Dramatic play • Math/number • Nature/science • Sand and water play • Promoting acceptance of diversity • Use of TV, video, and/or computer • Active physical play
Interactions	• Supervision of play and learning • Provider-child interactions • Discipline • Interactions among children
Program Structure	• Schedule • Free play • Group time • Provisions for children with disabilities
Parents and Staff	• Provisions for parents

	• Balancing personal and caregiving responsibilities • Opportunities for professional growth • Provisions for professional needs

Classroom Assessment Scoring System®

CLASS is a series of observation-based assessment instruments designed to measure classroom quality by scoring interactions between students and teachers in classrooms as well as the teacher's use of the classroom environment (e.g., materials in the classroom) (Pianta, Paro, and Hamre 2008 and La Paro, Hamre, and Pianta 2012). CLASS differs from the ERS instruments in that observers focus on interactions between students and teachers and the teacher's use of the physical classroom environment and not on the absence or presence of particular materials or types of space. Two CLASS instruments (CLASS PreK and CLASS Toddler) are used to measure the quality of classroom interaction. CLASS PreK is appropriate for preschool classrooms serving children from 36 months of age to kindergarten entry (generally age five), and CLASS Toddler is appropriate for infant/toddler classrooms serving primarily toddlers between 18-36 months of age.[4] CLASS PreK measures three domains of quality; CLASS Toddler measures two. Both instruments associate domains of quality with smaller dimensions of quality that serve as measures for the domain. Each instrument also links dimensions with specific observable activities and types of interactions which are indicators of the measure. First 5 California collects CLASS dimension scores under each domain. Tables 8 and 9, list dimensions by domain for each CLASS assessment. (For more detailed information about CLASS PreK, see Pianta, La Paro, and Hamre 2008. For more information about CLASS Toddler, see La Paro, Hamre, and Pianta 2012.)

Table 8. CLASS PreK

Domain	Dimension
Emotional Support	• Positive climate • Negative climate • Teacher sensitivity • Regard for student perspectives
Classroom Organization	• Behavior management • Productivity • Instructional learning formats
Instructional Support	• Concept development • Quality of feedback • Language modeling

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[4] It is assumed CLASS Infant will be appropriate for early care and education settings primarily serving children between 0 and 36 months of age, but CLASS Infant is not included as an assessment of classroom quality in this evaluation at this time.

Table 9. CLASS Toddler

Domain	Dimension
Emotional and Behavioral Support	• Positive Climate • Negative Climate • Teacher Sensitivity • Regard for Child Perspectives • Behavior Guidance
Engaged Support for Learning	• Facilitation of Learning and Development • Quality of Feedback • Language Modeling

Desired Results Developmental Profile

The DRDP 2010 instruments (DRDP-PS, DRDP-IT and DRDP *access*[5]) are the primary components of the California Department of Education's (CDE) Desired Results (DR) system, which seeks to improve the quality of early care and education programs provided to children from birth to age 12 across the California (CDE 2010). A complete explanation of the DR system and DRDP 2010 is beyond the scope of this Guidebook; more resources are available from CDE through a website hosted by WestEd (http://www.desiredresults.us/index.htm). DRDP 2010 instruments help teachers track individual children's development across a developmental continuum (CDE 2010). They are "authentic" observational assessments based on naturalistic and participant observation methodology and are designed to guide teachers through the process of observing and documenting the development of children (McLean, Edelman, and Salcedo 2011). DRDP 2010 includes three consecutive yet overlapping assessments that correspond to three age ranges: DRDP Infant/Toddler (DRDP-IT) is appropriate for assessing children from birth to 36 months; DRDP-PS is appropriate for assessing children from three years to kindergarten entry; and DRDP School Age (DRDP-SA)[6] is appropriate for assessing kindergarteners through 12-year-olds (CDE 2010). Additionally, DRDP *access* is appropriate for children with special needs.

CDE guidelines require children in CDE-funded programs be assessed with one of the DRDP 2010 instruments within 60 days of their entry into the program and then again six months thereafter (pre and post-assessment). Additionally, all children with an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) must be assessed using DRDP *access*. First 5 California does not collect these individual child-level data. Rather, First 5 California collects aggregate pre and post classroom-level assessment data as counts of children at each developmental level of each measure of each domain for DRDP 2010 and DRDP-IT. CDE and WestEd have developed Group Data Excel files for DRDP 2010 and DRDP-IT that are useful for aggregating DRDP 2010 results for submittal to First 5 California. They can be found at http://www.desiredresults.us/form_drdp.htm.

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[5] Although DRDP *access* is mentioned here under classroom data, First 5 California will be collecting aggregate DRDP *access* data as site data (i.e., at the site level).
[6] DRDP-SA will not be used in this evaluation.

First 5 California uses DRDP 2010 fall and spring aggregate data from CSP evaluation classrooms as *quasi*-outcomes to explore possible effects of CSP quality enhancements on children's development. DRDP 2010 is a *formative* assessment that works to produce results most useful for informing classroom instruction, interaction, and processes at the classroom level (i.e., not a true outcome measure). However, for this evaluation, DRDP 2010 is used as a *summative* assessment to measure child development at a programmatic level. Individual children's progress through the developmental levels is not analyzed. DRDP 2010 data will be aggregated to produce a type of classroom-level developmental distribution of ratings (i.e., sets of pre and post distributions of child ratings). These distributions will be used to calculate effect sizes to quantify how CSP affects child development.

DRDP Preschool (PS)

DRDP-PS measures seven domains of child development. The instrument separates each domain into a number of measures and associates each measure of each domain with a continuum of four successive developmental levels: exploring, developing, building, and integrating. The observer (or teacher) rates the development of each child in terms of these developmental levels by observing and documenting specific evidence demonstrating the child has mastered a particular developmental level.

First 5 California collects DRDP-PS aggregated data as counts of children at each developmental level of each measure of each domain for fall and spring DRDP-PS assessments. Table 10 lists the developmental levels, measures, and domains of DRDP-PS.

Table 10. DRDP-PS

Domain	Measures	Developmental Levels
Self and Social Development	• Identity of self • Recognition of own skills and accomplishments • Expressions of empathy • Impulse control • Taking turns • Awareness of diversity in self and others • Relationships with adults • Cooperative play with peers • Socio-dramatic play • Friendships with peers • Conflict negotiation • Shared use of space and materials	• Exploring • Developing • Building • Integrating
Language and Literacy Development	• Comprehension of meaning • Following increasingly complex instructions	• Exploring • Developing • Building

	• Expression of self through language • Language in conversation • Interest in literacy • Comprehensions of age appropriate text presented by adults • Concepts about print • Phonological awareness • Letter and work knowledge • Emergent writing	• Integrating
English Language Development	• Comprehension of English • Self-expression in English • Understanding and response to English literacy activities • Symbol, letter, and print knowledge in English	• Exploring • Developing • Building • Integrating
Cognitive Development	• Cause and effect • Problem solving • Memory and knowledge • Curiosity and initiative • Engagement and persistence	• Exploring • Developing • Building • Integrating
Mathematical Development	• Number sense of quantity and counting • Number sense of mathematical operations • Classification • Measurement • Shapes • Patterning	• Exploring • Developing • Building • Integrating
Physical Development	• Gross motor movement • Balance • Fine motor skills	• Exploring • Developing • Building • Integrating
Health	• Personal care routines • Health lifestyle • Personal safety	• Exploring • Developing • Building • Integrating

DRDP Infant/Toddler (IT)

DRDP-IT measures five domains of child development and separates each developmental domain into a number of measures as with DRDP-PS. The developmental levels of DRDP-IT are different from DRDP-PS. DRDP-IT uses two

distinct developmental continuums. The first continuum includes the developmental levels responding with reflexes, expanding responses, acting with purpose, discovering ideas, developing ideas, and connecting ideas. The developmental levels for measures under the *Motor and Perceptual Development* domain are moving with reflexes, combining simple movements, coordinating simple movements, exploring complex movements, making complex movements, and expanding complex movements. Teachers rate the development of each child in terms of these levels by observing and documenting specific evidence demonstrating the child has mastered a particular developmental level in terms of a specific measure. First 5 California collects DRDP-IT aggregated data as counts of children at each developmental level of each measure of each domain for fall and spring DRDP-IT assessments. Table 11 lists the developmental levels of each measure and the measures under each domain for DRDP-IT.

Table 11. DRDP-IT

Domain	Measures	Developmental Levels
Self and Social Development	• Identity of self in relation to others • Recognition of ability • Self-expression • Empathy • Self-comforting • Seeking others' help to regulate self • Responsiveness to others' support • Impulse control • Interaction with adults • Relationships with familiar adults • Interaction with peers • Relationships with familiar peers • Social understanding	• Responding with reflexes • Expanding responses • Acting with purpose • Discovering Ideas • Developing ideas
Language and Literacy Development	• Language comprehension • Responsiveness to language • Communication of needs, feelings, and interests • Reciprocal communication • Interest in literacy • Recognition of symbols	• Responding with reflexes • Expanding responses • Acting with purpose • Discovering Ideas • Developing ideas
Cognitive Development	• Cause and effect • Problem solving • Imitation • Memory • Symbolic play • Curiosity • Attention maintenance • Understanding event sequences	• Responding with reflexes • Expanding responses • Acting with purpose • Discovering Ideas • Developing ideas

	through personal care routines • Number • Classification and matching • Space and size	
Motor and Perceptual Development	• Gross motor • Balance • Fine motor • Eye-hand coordination	• Moving with reflexes • Combining simple movements • Coordinating simple movements • Exploring complex movements • Expanding complex movements
Health	• Safety	• Responding with reflexes • Expanding responses • Acting with purpose • Discovering Ideas • Developing ideas

Classroom Demographics

Classroom demographics include a count of children served in the classroom; counts of children by age categories (infant, toddler, and preschool); counts of children who primarily speak a language other than English at home (i.e., DLLs); a count of possible children of seasonal migrants; a count of children with an IEP or IFSP; a count of children newly identified and referred for evaluation to determine eligibility for special needs services; a count of children who were identified and who started receiving developmental services (i.e., specifically IEP or IFSP, but also other general developmental services associated with mental health, behavior, speech, hearing.); counts of DLLs by primary language spoken at home; and counts of children by race or ethnicity. Table 12 describes each data element in the classroom demographics category in more detail and explains the purpose for collecting each element.

Table 12. Classroom Demographics

Element	Description	Purpose
Total children served	Total count of children served over the course of the school year	Necessary for process analysis and descriptive statistics (i.e., total service count)
Children served by age category	Children served over the course of the school year by age categories: • 0-17 months (infant) • 18-35 months (toddler) • 36 months to kindergarten entry	• Necessary to differentiate infant, toddler, and preschool classrooms for various analyses

	(preschool) Note: Age groups should reflect the ages of children at the end of the reporting cycle.	• Necessary to produce descriptive statistics about age groups served • Compliance measure to determine if CSP is reaching target populations
DLLs served	Total count of DLLs served over the course of the school year	• Process and compliance measure to show whether CSP is serving DLLs • Measure of classroom diversity
Seasonal migrants	Total count of children of seasonal migrants (if known) Note: Seasonal migrants are people who periodically move from one area or region to another. In California, seasonal migrants will generally move in relation to agricultural work or some other type of seasonal work, but it is not unreasonable to include in this definition people who periodically move for other reasons (e.g., weather, politics, culture, etc.).	Necessary as a process and compliance measure to show whether CSP is serving children of seasonal migrants
SN children	Total count of SN children served in the classroom to date	Necessary as a process and compliance measure to show whether CSP is serving children with special needs
SN referrals	Indicates the number of *new* children identified as having special needs who were referred for a determination of eligibly for SN services (e.g., referred to an IEP team) in the classroom to date over the course of the school year. Note: This count excludes any children who were already receiving developmental services. Data can be obtained through program records of screenings and	• Necessary as a process and compliance measure to show whether CSP sites are identifying children with special needs • Outcome measure of developmental screening activity

	referrals for developmental services, from CSP teachers who are working with screening tools in the classroom, or from QES such as MHSs or FSSs.	
New SN Children	Indicates the total number of children who began receiving developmental services as a result of referrals referenced in the previous data element over the course of the school year. Note: Many types of services can be counted under this item (e.g., speech therapy, physical therapy, family counseling, or referrals for other mental health or developmental services). Data can be obtained through program records of screenings and referrals for developmental services, from CSP teachers who are working with screening tools in the classroom, or from QES such as the MHSs or FSSs.	• Necessary as a process and compliance measure to gauge the extent to which CSP sites are serving SN children • Outcome measure of developmental screening activity
DLLs by language	Counts of DLLs served over the course of the school year by primary language: • Arabic • Armenian • Cantonese • Filipino (Pilipino or Tagalog) • Hmong • Japanese • Korean • Mandarin • Punjabi • Russian • Spanish • Vietnamese • Other • Unknown Note: Choice of language should	• Necessary to produce descriptive statistics about DLLs served • Measure of classroom diversity

	coincide to the language (other than English) the child or the child's household primarily uses at home. But, if this information is not known, the choice of language also could be in reference to the language (other than English) the child primarily uses in the classroom.	
Race or ethnicity	Children served over the course of the school year by racial and/or ethnic categories: • American Indian or Alaskan Native • Asian • Black or African American • Hispanic or Latino • Native Hawaiian or Pacific Islander • White • Two or more races Other	• Necessary to produce descriptive statistics about racial or ethnic groups served • Measure of classroom diversity

Ratios

Classroom ratios are ratios of either teachers (in centers or schools) or providers (in FCC homes) to children of different age groups. For these data elements, age categories of children are similar to *California Code of Regulations*, Title 5 (5 *CCR*) age category definitions: infants (0 to 17 months), toddlers (18 to 35 months), and preschoolers (36 months to kindergarten entry.)[7] CSP RFA 1 outlines quality criteria for teacher-to-child or provider-to-child ratios and aligns them with 5 *CCR* and *California Code of Regulations*, Title 22 (22 *CCR*).

First 5 county staff report appropriate provider-to-preschooler, teacher-to-preschooler, provider-to-toddler, teacher-to-toddler, provider-to-infant, and teacher-to-infant ratios for all CSP classrooms. These essentially are measures of the number of preschoolers, toddlers, or infants per every (one) teacher or provider in a classroom. These data are necessary as a compliance measure of quality to determine if CSP classrooms are meeting classroom ratio standards.

ERS Global Scores

Data under this category differ from data under the assessment category discussed earlier because of a focus on ERS *global* scores rather than item-level and subscale scores. A classroom's global score is the mean of all subscale scores; detailed data are not necessary under this category. All classrooms participating in CSP must maintain global ERS scores of five or better (i.e., a "good" level of quality) (Harms, Clifford, and

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[7] These age categories were modified so that they would define mutually exclusive age categories.

Cryer 2005). Additionally, all CSP classrooms must complete age and setting appropriate ERS assessments, with *reliable outside raters*[8], at least once every other year[9] (First 5 California 2012).

Data under this category consist of the type of ERS assessment that was performed in the classroom (if any), the date the assessment was performed, and the average global ERS score produced through the assessment. ERS global scores are necessary as a compliance measure to determine if CSP classrooms are performing the required assessments and meeting quality criteria outlined in CSP RFA 1 and 3. It is important to note that all CSP classrooms must report ERS *global* scores; CSP evaluation classrooms, on the other hand, must report ERS *item-level scores within each subscale* (assessment results) in addition to the global score to be collected under this category. Additionally, although classrooms are required to report ERS global scores once every other year (thus having a valid score for two years), it is not necessary to report global scores from ERS assessments conducted in prior assessment cycles. Classrooms should report global scores only for the school year in which the assessment was conducted.

Funding

Funding data cover funding sources and streams for each CSP classroom. All CSP classrooms must submit data about how they are funded. Classrooms must report all applicable funding sources by selecting all that apply from an extensive list of funding sources. The collection of funding sources makes up the total funding stream for the classroom. Applicable funding sources include:

- External corporation or business

- External foundation

- External gifts or donations

- External non-profit organization

- Federal Early Head Start

- Federal Head Start

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[8] A reliable outside rater is a trained ERS assessor who does not work in or for the classroom being assessed or the program in which the classroom is located, and has attained an 85% level of agreement with a master anchor or the tool's author within the last 12 months (i.e., 85% of the assessor's ratings are within one point of the anchor or author). See Clifford and Reszka (2010) for more information on additional reliability measures for ERS.

[9] Some classrooms will have different requirements for ERS if selected to be evaluation classrooms. Evaluation classrooms must be assessed in the fall by a reliable outside rater and report the resulting item level scores during the fall reporting cycle. All other CSP classrooms must report ERS global scores for ERS assessments at least once every other year.

- Federal Migrant Head Start

- Federal other (i.e., RTT-ELC)

- Local government (county, city, LEA)

- Local other

- Local Proposition 10

- Other

- State alternative payment

- State general child care

- State other

- State Preschool

- State Proposition 10

Data about funding streams are useful for exploring possible effects of different funding streams when examining all site- and classroom-level processes and outcomes, and also for more general structure and process analyses of how CSP classrooms blend funding sources with state Proposition 10 funding.

Teacher Data

Teacher data cover information about classroom teaching staff. We define classroom teaching staff as all staff working in the classroom, including lead teachers, assistant teachers, teachers' aides, and other classroom volunteers. QES are not included in this definition. Teacher data are classroom data; First 5 county staff create teacher profiles (i.e., teacher cards) in the CSP data system and link them to classrooms as classroom level data.

Teacher data include a county-level Teacher ID, gender, race or ethnicity, language used most often with children in the classroom, additional language used with children, highest level of education, degrees or certificates the teacher has obtained that are related to ECE or CD, number of ECE or CD units that the teacher has completed, current California Child Development Permit level, classroom role, and participation in First 5 California's CARES Plus program. Teacher data are collected from all CSP teachers, aides, or other classroom staff. The best sources for these data are the classroom staff themselves. Data can be collected through a survey of CSP teachers and classroom staff or through reviews of program and employment records. Teachers

should be tracked throughout the school year.[10] Table 13 describes each data element in the Teacher data category and explains the purpose for collecting each data element.

Table 13. Teacher Data

Element	Description	Purpose
Teacher ID	Indicates local teacher ID	Option for county staff to note local teacher ID (do not use a teacher's name for this element)
Gender	Indicates the gender of the teacher. Categories include: • Female • Male	Necessary for producing descriptive statistics of ECE workforce in CSP classrooms
Teacher race or ethnicity	Indicates the race and/or ethnicity of the teacher or classroom staff. Categories include: • American Indian or Alaskan Native • Asian • Black or African American • Hispanic or Latino • Native Hawaiian or Pacific Islander • White • Two or more races • Other	• Necessary for producing descriptive statistics of the racial and cultural makeup of the ECE workforce in CSP classrooms. • Measure of classroom diversity
Primary language	Indicates the language that the teacher uses most often with children in the classroom. Languages include: • Arabic • Armenian • Cantonese • English • Filipino (Pilipino or Tagalog) • Hmong • Japanese • Korean • Mandarin • Punjabi • Russian • Spanish	• Necessary for process and compliance analysis, specifically, to show whether CSP is serving target populations • Necessary to produce descriptive statistics about languages spoken by teaching staff in CSP classrooms • Measure of classroom diversity

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[10] Teachers and other classroom staff may come and go during the school year. Additionally, some teachers and/or classroom staff may work and teach in multiple classrooms. Since the unit of analysis for the evaluation of CSP is the classroom, it may be necessary to collect teacher data and associate it to multiple classrooms. Additionally, some classrooms may have cycled through multiple teachers or other classroom staff as they move within or away from the organization. It is necessary to document all staff who worked in the classroom over the course of the year or assessment cycle.

	• Vietnamese • Unknown • Other	
Secondary language	Indicates any other language (other than primary) that the teacher uses with children in the classroom. Languages include: • Arabic • Armenian • Cantonese • English • Filipino (Pilipino or Tagalog) • Hmong • Japanese • Korean • Mandarin • Punjabi • Russian • Spanish • Vietnamese • Unknown • Other	• Necessary for process and compliance analysis to show whether CSP is serving target populations • Necessary to produce descriptive statistics about languages spoken by teaching staff in CSP classrooms • Measure of classroom diversity
Highest level of education	Indicates the highest level of education obtained by the teacher or other classroom staff. Categories include: • Less than high school diploma or General Education Development (GED) certificate • High school diploma or GED certificate • Some college • Associates degree • Bachelor's degree • Master's degree • Doctorate or other advanced degree • Unknown	• Necessary for process analysis to measure teaching staff qualifications. • Necessary to produce descriptive statistics about teaching staff qualifications • Useful for an outcome measure of professional development activities
ECE or CD degrees	Indicates degrees the teacher or other classroom staff have obtained that are related to ECE or CD. Degrees include: • Associates degree • Bachelor's degree • Master's degree	• Necessary for process analysis to measure CSP staff qualifications in relation to ECE or CD field • Necessary to produce

	• Doctorate degree	descriptive statistics
ECE or CD units	Indicates the number of college level ECE or CD semester units the teacher or other classroom staff have completed	• Necessary for process analysis to measure CSP staff qualifications in relation to ECE or CD field • Necessary to produce descriptive statistics
Permit level	Indicates the current California Child Development Permit level of the teacher or other classroom staff. Categories include: • Assistant teacher • Associate teacher • Teacher • Master teacher • Site supervisor • Program director • Do not have a permit	• Necessary for process analysis to measure CSP staff qualifications in relation to California Child Development Permits • Necessary to produce descriptive statistics
Classroom role	Indicates the title that best describes the teacher's role in the classroom. Categories include: • Lead teacher • Teacher • Assistant Teacher • Teacher's Aide • Owner/Operator • Volunteer • Other	Necessary for process analyses to differentiate classroom teaching staff
CARES Plus participation	Indicates whether the teacher is participating in CARES Plus. Options include: • Yes • No	Necessary to establish links to CARES Plus data to help identify CSP classrooms that include teachers or other classroom staff who are also participating in CARES plus

Site Data

First 5 California collects site data for *all CSP sites*. These data consist of DRDP *access* aggregate results; outreach and support activity that includes information about parent involvement and support, along with information about professional development provided to teaching staff; and aggregate DR Parent Survey results. Site data are necessary for program-level structural and process analyses and to examine outcomes for staff, parents, and Special Needs (SN) children at the program level. Specifically, First 5 California uses site data to measure professional development activities; levels of parent involvement, outreach, and satisfaction; and as a *quasi*-outcome measure of the developmental gains of SN children. With the exception of aggregate DRDP *access* results (collected during both fall and spring cycles), First 5 California collects most site data once per year near the end of the school year. DRDP *access* results are the only site data collected twice per year—once in the fall, and again in the spring.

Other classroom-level data are necessary for organizing classrooms under CSP sites and linking and making comparisons across data profiles and other First 5 California and/or state sponsored programs (i.e., RTT-ELC, CARES Plus). These data include the site name, site street address, site city, site ZIP code, API decile, program type (i.e., FCC or center-based), and RTT-ELC QRIS participation. These frame data facilitate data collection (i.e., sampling) and analyses by highlighting important strata or categories of sites and classrooms (i.e., program type). Additionally, these data, along with the classroom frame data and time-based data First 5 county staff enter when a profile is first created (i.e., fiscal year, profile period), make up the skeletal structure of data profiles to which classroom and site-level data are attached.

DRDP *access*

DRDP *access* is an assessment instrument used for tracking the development of SN children and is part of CDE's DR system. A full description of DRDP *access* and associated regulations is beyond the scope of this guidebook. Please visit the DR *access* Project website at http://www.draccess.org for more information on DRDP *access* instruments, guidelines, strategies, and training on how to use the tool.

DRDP *access* measures ten domains of child development. The instrument associates each developmental domain to a number of measures and those measures to developmental levels as with DRDP-PS and DRDP-IT. But developmental levels for each measure of DRDP *access* are different from DRDP-PS and DRDP-IT. Developmental levels for DRDP *access* range from 0 to 9; each number serves as a developmental level and corresponds to particular observable activities that would serve as indicators of the level. Different measures have different ranges of developmental levels, and some measures will skip levels. For instance, the measure "Interest in literacy" is associated with nine developmental levels (1-9) whereas "Comprehension of text" is associated with six developmental levels (0 and 5-9). The observer or teacher rates the development of each child in terms of these developmental levels by

observing and documenting specific evidence the child has mastered a particular developmental level in terms of a particular measure.

All children with an IEP or IFSP must be assessed using DRDP *access*, and the results must be reported to First 5 California. First 5 California will not collect individual child-level data, but rather aggregated (to the site-level) fall and spring DRDP *access* results in the form of counts of children at each developmental level of each measure of each domain of DRDP *access* by site. We encourage LEs to work with other QES and teachers serving SN children to develop systems or processes to track and aggregate DRDP *access* results for submittal to First 5 California. Table 14 lists the developmental levels of each measure and the measures under each domain for DRDP *access*.

Table 14. DRDP *access*

Domain	Measures	Developmental Levels
Self-Concept	• Identity of self • Recognition of own skills and accomplishments • Self-expression	1-8 1-8 1-8 Note: The number of children that teachers or providers were unable to rate should be reported for each measure of each domain.
Social and Interpersonal Skills	• Expressions of empathy • Interactions with adults • Relationships with familiar adults • Developing friendships • Building cooperative play with other children • Conflict negotiation • Awareness of diversity	1-7 1-5 1-7 1-7 1-7 0, 3-7 1-7
Self-Regulation	• Impulse control • Seeking other's help to regulate self • Responsiveness to other's support • Self-comforting • Taking turns	1-8 1-5 1-5 1-5 0, 4-8
Language Comprehension	• Language comprehensions • Responsiveness to language • Expresses self through language • Uses language in conversation	1-9 1-9 1-9 1-9
Learning	• Curiosity and initiative • Attention maintenance and	1-8 1-8

	persistence	
	• Memory	1-8
	• Cause and effect	1-8
	• Engages in problem-solving	1-8
	• Object and pretend play	1-8
Math	• Understands quantity and counting	1-8
	• Math operations	1-8
	• Comparison and quantity	1-8
	• Shapes	0, 4-8
	• Time	1-8
	• Classification and matching	1-8
	• Measurement	1-8
	• Patterning	0, 4-8
Literacy	• Interest in literacy	1-9
	• Concepts of print	0, 5-9
	• Letter and word knowledge	1-9
	• Phonological awareness	1-9
	• Emerging writing	0, 5-9
	• Comprehension of text	0, 5-9
Motor skills	• Movement	1-9
	• Balance	1-9
	• Grasp/release and manipulation	1-9
	• Eye-hand coordination	1-9
Safety and Health	• Toileting and hygiene	1-6
	• Dressing	1-6
	• Self-feeding	1-6
	• Personal safety	1-6
	• Eating and nutrition	1-6

Outreach and Support

Outreach and support data are intended to help identify strategies CSP sites use to engage and empower parents, and how CSP sites are working to support and even enhance the early learning workforce in California. A major goal of CSP is to "increase parent's knowledge, interest, involvement, and ability to advocate for their child's early learning and later success in school." (First 5 California 2012:16) CSP strives to provide parents with information about their children's growth and development and optimal health and well-being, to promote the parent/child relationship, and to encourage parents' involvement and advocacy in their children's early education (First 5 California 2012:16). Additionally, to implement the first CSP Program Element (*Instructional Strategies and Teacher-Child Interactions*), QES work together to implement quality enhancements shown to increase teachers' instructional skills (First 5 California 2012). EEEs use classroom and child assessment data to shape professional development strategies. This approach aligns CSP with CARES Plus.

Data elements under this category include a narrative describing First 5 California-sponsored[11] outreach, engagement, or support activities provided to parents; counts of parents participating in specific types of parent engagement and support activities; a narrative describing First 5 California sponsored training or professional development opportunities provided to staff; and a count of staff participating in training or professional development. Table 15 describes data elements under outreach and support and explains the purposes for collecting each data element.

Table 15. Outreach and Support

Element	Description	Purpose
Parent involvement narrative	Narrative describing any First 5 California sponsored outreach, engagement, or support activities provided to parents Note: This information can be obtained from program records, attendance or other records from different activities in which parents were involved, FSSs or other QES, or from parents of children at the CSP site themselves through the DR Parent Survey or another survey.	• Necessary for process analysis, specifically to help First 5 California understand what types of parent outreach, engagement, or support activities are provided at CSP sites • Necessary for general qualitative analysis of the quality improvement activity of QES Note: A narrative style response is preferable because these types of activities can vary greatly in terms of goals and/or specific objectives.
Parent participation	Indicates total number of parents participating in each of the following types of engagement and support opportunities: • Advisory board participation • Parent-teacher conferences • Classroom volunteer activities • Educational opportunities to support parenting and child	• Outcome measure of parent involvement and support activity • Useful for understanding how parents participate in CSP • Necessary for descriptive statistics

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[11] First 5 California-sponsored activities are defined as any activity under the outreach and support data category that is supported by either local or state Proposition 10 funds. This includes circumstances in which Proposition 10 funds are blended with other funding sources, and circumstances in which Proposition 10 funds do not make up the bulk of funding for the activity. Additionally, First 5 California-sponsored activity includes any activity of the QES related to quality enhancement as described in CSP RFA 1 (First 5 California 2012).

	development • Social support activities Note: This information can be obtained from program records, attendance or other records from different activities in which parents were involved, FSSs or other QES, or from parents of children at the CSP site themselves through the DR Parent Survey or another survey	about parent participation
Professional development narrative	Narrative describing any First 5 California sponsored training or professional development opportunities provided to classroom staff at the site. Note: This information can be obtained from program records, attendance or other records from different training or professional development opportunities in which classroom staff were involved, EEEs or other QES, or from classroom staff themselves through a survey.	• Necessary for process analysis, specifically to help First 5 California understand what types of training and professional development opportunities are provided to CSP classroom staff. • Necessary to explore the continuous improvement work of the EEEs and LEs in relation to *Instructional Strategies and Teacher-Child Interactions* program element Note: A narrative style response is preferable because these types of activities can vary greatly in terms of goals and/or specific objectives
Staff participation	Indicates the total number of staff taking part in First 5 California sponsored training and professional development opportunities. Note: This information can best be obtained from attendance records from different training or professional	• Necessary to produce descriptive statistics about staff participation, specifically to help First 5 California understand how many teachers and

	development opportunities in which classroom staff were involved. These data could also conceivably be collected through a survey of CSP teachers and other classroom staff.	classroom staff are being served through CSP sites • Outcome measure of professional development activity

DR Parent Survey

The CDE developed the DR Parent Survey as part of the DR system. The tool helps programs and schools collect information from parents to gauge progress toward family-specific outcomes. The survey is anonymous and is usually distributed to parents near the end of the school year. We encourage CSP sites to make use of this Survey as it is an excellent tool to help plan strategies that can increase levels of parent involvement and satisfaction. The DR Parent Survey includes 30 Likert-style, 18 yes or no, and two narrative items gauging various aspects of parent involvement and satisfaction. First 5 California collects *aggregate results* in terms of two subsets of questions on the survey. The *informed* subset consists of Survey questions 3a through 3k, and the *satisfaction* subset consists of question 1 and questions 6a through 6q of the original survey. The *informed* subset is used to gauge parents' knowledge about specific aspects of or activities at the site. The *satisfaction* subset is useful as a measure of overall parent satisfaction and also as a measure of satisfaction with specific aspects of the site (CDE CDD 2003). These two subsets serve as site-level outcome measures of parent involvement. Additionally, First 5 California collects data to develop response rate statistics to contextualize the results of the Survey. Table 16 describes the two subsets of the Survey and explains the purpose for collecting data within that subset as well as data that will be used to calculate response rates.

Sites distribute DR Parent Surveys to all parents of children being served at the site in accordance with CDE guidelines. QES collect Surveys distributed to parents of children in CSP classrooms and aggregate those results to the site level before submitting to First 5 California via the CSP data system (FSSs are the most logical QES to perform this task). It is advisable to send out reminder notices to parents who have not returned the Survey to increase response rates. WestEd and CDE have developed spreadsheets that are useful for aggregating Survey results in preparation for submittal to First 5 California; these spreadsheets can be found at http://www.desiredresults.us/form_ps.htm. CSP sites can develop their own systems or processes to collect and aggregate the Survey results, but it is advisable to use the spreadsheets already developed by WestEd and CDE.

Table 16. DR Parent Survey

Element	Description	Purpose
Overall parent satisfaction	• Question one on DR Parent Survey: "How satisfied are you with the overall quality of this program?" • Indicates parent's overall level of satisfaction with their child's program • *Satisfaction* subset • Data are aggregated to the site level as counts of parents at each level of satisfaction	• Useful to produce descriptive statistics of parents' general overall satisfaction with the CSP site. • Outcome measure of parent involvement and support activities • Useful to explore the work of the FSSs
Parent knowledge	• Question 3 from DR Parent Survey: "Have you received information from the program about the following?" • Indicates whether parents feel informed about the following: - How children develop at different ages - How your child is growing and developing - How your child is doing in the program - Schedule of daily activities - What you can do to help your child learn and develop - Parenting skills - How to find other services in the community - Where to report health or safety concerns and complaints - Experience and training of program staff - Discipline procedures - How you can get involved with your child's program • *Informed* subset (measures A through K) • Data are aggregated to the site level as counts of parents indicating "Yes" and those indicating "No" for each sub-question	• Outcome measure of parent involvement and support activities • Useful to explore the work of the FSSs
Detailed parent	• Question 6 from DR Parent	• Useful to produce

satisfaction	Survey: "How satisfied are you with these characteristics of your child's program?"
	• Indicates parent's level of satisfaction with the following:
	  - Hours of operation
	  - Location of program
	  - Number of adults working with children
	  - Background and experience of staff
	  - Languages spoken by staff
	  - How program staff communicate with you
	  - Meeting the individual needs of your child
	  - Interactions between staff and children
	  - Interactions with other parents
	  - Parent involvement
	  - Equipment and materials
	  - Cultural activities
	  - Daily activities
	  - Environment
	  - Nutrition
	  - Health and safety policies
	  - How the program promotes learning and development
	• *Satisfaction* subset (measures A through Q)
	• Data are aggregated to the site level as counts of parents at each level of satisfaction for aspects of the program listed above
		descriptive statistics measuring parent satisfaction with specific aspects of the program
		• Outcome measure of parent involvement and support activities
		• Useful to explore the work of the FSSs

Surveys distributed	Indicates the number of DR Parent Surveys that were distributed to parents at the site	Necessary to produce a response rate statistic to contextualize results of the DR Parent Survey
Surveys collected	Indicates the number of DR Parent Surveys that were returned to the site	Necessary to produce a response rate statistic to contextualize results of the DR Parent Survey

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Appendix A: CSP Evaluation Data Dictionary

Classroom Frame Data

Variable	Question	Values	Format
Classroom name	NA	Note: Classroom name must not contain any personally identifiable information (PID)	Text 20 characters
Classroom quality type	NA	• Maintenance of Effort (MOE) • Quality Enhanced (QE)	Boolean
Evaluation status	NA	• Evaluation Classroom • Non-evaluation Classroom	Boolean
Opt-out status	NA	• Yes • No	Boolean

Quality Improvement Narrative

Variable	Question	Values	Format
Quality improvement narrative	Please describe strategies or steps taken by CSP QES this school year to improve the classroom.	Narrative	Text 1500 characters

QES

Variable	Question	Values	Format
QES type	Please use the drop-down list below to indicate the types of QES that work in this classroom. QES can be associated to the classroom as many times as necessary to accurately reflect all QES working in the classroom.	• Early Education Expert • Family Support Specialist	Categorical
QES degree type	NA	• Associate Degree—Child Development • Associate Degree—Other	Categorical

		• Bachelor's Degree—Other	
		• Bachelor's Degree—Social Work	
		• Master's Degree—Other	
		• Master's Degree—Child Development	
		• Master's Degree—Child Psychology	
		• Master's Degree—Educational Psychology	
		• Master's Degree—Human Development	
		• Master's Degree—Special Education	
		• Master's Degree—ECE/CD	
		• No degree	
		• Ph.D.—Child Development	
		• Ph.D.—Child Psychology	
		• Ph.D.—Human Development	
		• Ph.D.—Educational Psychology	
		• Ph.D.—Special Education	
		• Ph.D.—Other	

Developmental Screening and Assessment Activity

Variable	Question	Values	Format
Assessment type	NA	• ASQ • ASQ-SE • CLASS® PreK • CLASS Toddler • DECA • DECA-IT • DRDP-PS • DR Parent Survey • DRDP *access* • DRDP-IT • ECERS-R • FCCERS-R • ITERS-R	Categorical

		• PLS-4 (English and Spanish) • PPVT-4 • Pre IPT Oral English Test (English and Spanish) • Woodcock Johnson • Other	
Other assessment type	Other assessment tool type description	NA	Text 20 characters

Assessment Results—ECERS

Variable	Items	Values	Format
Assessment date	NA	NA	Date MM/DD/YYYY
Space and Furnishings	• Indoor space • Furniture for routine care, play, and learning • Furnishing for relaxation and comfort • Room arrangement • Space for privacy • Child-related display • Space for gross motor play • Gross motor equipment	All 1-7	All Integer All continuous Bounded range
Personal care Routines	• Greetings/departing • Meals/snacks • Nap/rest • Toileting/diapering • Health practices • Safety practices	All 1-7	All Integer All continuous Bounded range
Language Reasoning	• Books and pictures • Encouraging children to communicate	All 1-7	All Integer All continuous Bounded range

	• Using language to develop reasoning skills • Informal use of language		
Activities	• Fine motor • Art • Music/movement • Blocks • Sand/water • Dramatic play • Nature/science • Math/number • Use of TV, video, and/or computers • Promoting acceptance of diversity	All 1-7	All Integer All continuous Bounded range
Interaction	• Supervision of gross motor activities • General supervision of children • Discipline • Staff-child interactions • Interactions among children	All 1-7	All Integer All continuous Bounded range
Program Structure	• Schedule • Free play • Group time • Provisions for children with disabilities	All 1-7	All Integer All continuous Bounded range
Parents and Staff	• Provisions for parents • Provisions for personal needs of staff • Provisions for professional needs of staff	All 1-7	All Integer All continuous Bounded range

	• Staff interaction and cooperation • Supervision and evaluation of staff • Opportunities for professional growth		

Assessment Results—ITERS

Variable	Items	Values	Format
Assessment date	NA	NA	Date MM/DD/YYYY
Space and Furnishings	• Indoor Space • Furniture for routine care and play • Provisions for relaxation and comfort • Room arrangement • Display for children	All 1-7	All Integer All continuous Bounded range
Personal Care Routines	• Greeting/departing • Meals/snacks • Nap • Diapering/toileting • Health practices • Safety practices	All 1-7	All Integer All continuous Bounded range
Listening and Talking	• Helping children understand language • Helping children use language • Using books	All 1-7	All Integer All continuous Bounded range
Activities	• Fine motor • Active physical play • Art	All 1-7	All Integer All continuous Bounded range

	• Music and movement • Blocks • Dramatic play • Sand and water play • Nature/science • Use of TV, video, and/or computers • Promoting acceptance of diversity		
Interaction	• Supervisions of play and learning • Peer interaction • Staff-child interactions • Discipline	All 1-7	All Integer All continuous Bounded range
Program Structure	• Schedule • Free play • Group play activities • Provisions for children with disabilities	All 1-7	All Integer All continuous Bounded range
Parents and Staff	• Provisions for parents • Provisions for personal needs of staff • Provisions for professional needs of staff • Staff interaction and cooperation • Staff continuity • Supervision and evaluation of staff • Opportunities for professional growth	All 1-7	All Integer All continuous Bounded range

Assessment Results—FCCERS

Variable	Items	Values	Format
Assessment date	NA	NA	Date MM/DD/YYYY
Space and Furnishings	• Indoor Space for child care • Furniture for routine care, play, and learning • Provisions for relaxation and comfort • Arrangement of indoor space for child care • Display for children • Space for privacy	All 1-7	All Integer All continuous Bounded range
Personal Care Routines	• Greeting/departing • Nap/rest • Meals/snacks • Diapering/toileting • Health practices • Safety practices	All 1-7	All Integer All continuous Bounded range
Listening and Talking	• Helping children understand language • Helping children use language • Using books	All 1-7	All Integer All continuous Bounded range
Activities	• Fine motor • Art • Music and movement • Blocks • Dramatic play • Math/number • Nature/science • Sand and water play	All 1-7	All Integer All continuous Bounded range

	• Promoting acceptance of diversity • Use of TV, video, and/or computer • Active physical play		
Interaction	• Supervision of play and learning • Provider-child interaction • Discipline • Interactions among children	All 1-7	All Integer All continuous Bounded range
Program Structure	• Schedule • Free play • Group time • Provisions for children with disabilities	All 1-7	All Integer All continuous Bounded range
Parents and Staff	• Provisions for parents • Balancing personal and caregiving responsibilities • Opportunities for professional growth • Provisions for professional needs	All 1-7	All Integer All continuous Bounded range

Assessment Results—CLASS® PreK

Variable	Dimensions	Values	Format
Assessment date		NA	Date MM/DD/YYYY
Emotional Support Domain	• Positive Climate • Negative Climate • Teacher Sensitivity • Regard for Student Perspectives	1.00-7.00 1.00-7.00 1.00-7.00 1.00-7.00	All Integer All continuous Bounded range

Classroom Organization Domain	• Behavior Management • Productivity • Instructional Learning Formats	1.00-7.00 1.00-7.00 1.00-7.00	All Integer All continuous Bounded range
Instructional Support Domain	• Concept Development • Quality of Feedback • Language Modeling	1.00-7.00 1.00-7.00 1.00-7.00	All Integer All continuous Bounded range

Assessment Results—CLASS® Toddler

Variable	Dimensions	Values	Format
Assessment date	NA	NA	Date MM/DD/YYYY
Emotional and Behavioral Support Domain	• Positive Climate • Negative Climate • Teacher Sensitivity • Regard for Child Perspectives • Behavior Guidance	1.00-7.00 1.00-7.00 1.00-7.00 1.00-7.00 1.00-7.00	All Integer All continuous Bounded range
Engaged Support for Learning Domain	• Facilitation of Learning and Development • Quality of Feedback • Language Modeling	1.00-7.00 1.00-7.00 1.00-7.00	All Integer All continuous Bounded range

Assessment Results—DRDP-PS

Variable	Dimensions	Values (Developmental Levels)	Format
Self and Social Development	• Identity of self • Recognition of own skills and accomplishments • Expressions of empathy • Impulse control • Taking turns • Awareness of diversity in	• ## Exploring • ## Developing • ## Building • ## Integrating	All Integer All continuous

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	self and others • Relationships with adults • Cooperative play with peers • Socio-dramatic play • Friendships with peers • Conflict negotiation • Shared use of space and materials		
Language and Literacy Development	• Comprehension of meaning • Following increasingly complex instructions • Expression of self through language • Language in conversation • Interest in literacy • Comprehension of age-appropriate text presented by adults • Concepts about print • Phonological awareness • Letter and word knowledge • Emergent writing	• ## Exploring • ## Developing • ## Building • ## Integrating	All Integer All continuous
English Language Development	• Comprehension of English (receptive English) • Self-expression in English (expressive English) • Understanding and response to English literacy activities • Symbol, letter, and print knowledge in English	• ## Exploring • ## Developing • ## Building • ## Integrating	All Integer All continuous
Cognitive	• Cause and effect	• ## Exploring	All Integer

Development	• Problem solving • Memory and knowledge • Curiosity and initiative • Engagement and persistence	• ## Developing • ## Building • ## Integrating	All continuous
Mathematical Development	• Number sense of quantity and counting • Number sense of mathematical operations • Classification • Measurement • Shapes • Patterning	• ## Exploring • ## Developing • ## Building • ## Integrating	All Integer All continuous
Physical Development	• Gross motor movement • Balance • Fine motor skills	• ## Exploring • ## Developing • ## Building • ## Integrating	All Integer All continuous
Health	• Personal care routines • Health lifestyle • Personal safety	• ## Exploring • ## Developing • ## Building • ## Integrating	All Integer All continuous

Assessment Results—DRDP-IT

Variable	Dimensions	Values (Developmental Levels)	Format
Self and Social Development	• Identity of self in relation to others • Recognition of ability • Self-expression • Empathy • Self-comforting • Seeking others' help to regulate self	• ## Responding with reflexes • ## Expanding responses • ## Acting with purpose • ## Discovering ideas • ## Developing ideas	All Integer All continuous

	• Responsiveness to others' support • Impulse control • Interaction with adults • Relationships with familiar adults • Interaction with peers • Relationships with familiar peers • Social understanding		
Language and Literacy Development	• Language comprehension • Responsiveness to language • Communication of needs, feelings, and interests • Reciprocal communication • Interest in literacy • Recognition of symbols	• ## Responding with reflexes • ## Expanding responses • ## Acting with purpose • ## Discovering ideas • ## Developing ideas • ## Connecting ideas	All Integer All continuous
Cognitive Development	• Cause and effect • Problem solving • Imitation • Memory • Symbolic play • Curiosity • Attention maintenance • Understanding event sequences through personal care routines • Number • Classification and matching • Space and size	• ## Responding with reflexes • ## Expanding responses • ## Acting with purpose • ## Discovering ideas • ## Developing ideas	All Integer All continuous
Motor and	• Gross motor	• ## Moving with reflexes	All Integer

Perceptual Development	• Balance • Fine motor • Eye-hand coordination	• ## Combining simple movements • ## Coordinating simple movements • ## Exploring complex movements • ## Making complex movements • ## Expanding complex movements	All continuous
Health	• Safety	• ## Responding with reflexes • ## Expanding responses • ## Acting with purpose • ## Discovering ideas • ## Developing ideas	All Integer All continuous

Classroom Demographics

Variable	Question	Values	Format
Total children served	Please provide a total count of children who have been served in this classroom to date this school year	##	Integer Continuous
Children served by age category	Please provide counts of these children by the following age categories	• ## 0-17 months (Infant) • ## 18-35 months (Toddler) • ## 36 months to kindergarten entry	Integer Continuous
DLL served	How many of these children primarily speak a language other than English at home (i.e., are Dual Language Learners or DLLs)?	##	Integer Continuous
Seasonal migrants	How many of the children served in this classroom to date this school year are the children of seasonal migrants? (Enter "0" if unknown)	##	Integer Continuous
SN children	How many children in this	##	Integer

	classroom had an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) in place at time of enrolment?		Continuous
Children newly identified	Following enrolment this year, how many children were newly identified and referred for evaluation to determine eligibility for special needs services (e.g., identified and referred to the school district, Regional Center, or other referral/intervention service agency)?	##	Integer Continuous
SN referrals	Of the children counted in question 6, how many have an IEP/IFSP or began receiving developmental services as a result of the referral (e.g., mental health, behavioral, developmental, speech/hearing, or other services)?	##	Integer Continuous
DLLs by language	Please provide counts of the DLLs served in this classroom to date this school year by the following languages.	• ## Arabic • ## Armenian • ## Cantonese • ## Filipino (Pilipino or Tagalog) • ## Hmong • ## Japanese • ## Korean • ## Mandarin	All Integer All Continuous

		## Punjabi ## Russian ## Spanish ## Vietnamese ## Other ## Unknown	
Other language description	Other language description	NA	Text 20 characters
Race or ethnicity	Please provide counts of these children by the following racial and ethnic categories.	## American Indian or Alaska Native ## Asian ## Black or African American ## Hispanic or Latino ## Native Hawaiian or Pacific Islander ## White ## Two or more races ## Other	All Integer All Continuous
Other race or ethnicity	Other race or ethnicity description	NA	Text 20 characters

Ratios

Variable	Question	Values	Format
Provider to preschooler	NA	1 : ##	Integer Continuous
Teacher to preschooler	NA	1 : ##	Integer Continuous
Provider to toddler	NA	1 : ##	Integer Continuous
Teacher to toddler	NA	1 : ##	Integer Continuous
Provider to infant	NA	1 : ##	Integer Continuous
Teacher to Infant	NA	1 : ##	Integer

			Continuous

ERS Global Scores

Variable	Question	Values	Format
ERS type	NA	• ECERS • ITERS • FCCERS	Categorical
Global score	NA	#.##	Integer Continuous
Assessment date	NA	NA	Date MM/DD/YYYY

Funding

Variable	Question	Values	Format
Funding source	How is this classroom funded?	• External corporation or business • External foundation • External gifts or donations • External non-profit organization • Federal Early Head Start • Federal Head Start • Federal Migrant Head Start • Federal other (i.e., Race to the Top) • Local government (county, city , LEA) • Local other • Local Proposition 10 • Other • State alternative payment • State general child care • State other • State Preschool • State Proposition 10	Categorical

Teacher Data

Variable	Question	Values	Format
Teacher ID	For county use only. Do not use personally identifying information	Note: Classroom name must not contain any personally identifiable information (PID)	Text 20 characters
Gender	NA	• Male • Female	Boolean
Teacher race or ethnicity	NA	• American Indian or Alaska Native • Asian • Black or African American • Hispanic or Latino • Native Hawaiian or Pacific Islander • White • Two or more races • Other	Categorical
Primary language	What language does this teacher use most often with the children in their classroom (i.e., primary language)?	• Arabic • Armenian • Cantonese • English • Filipino (Pilipino or Tagalog) • Hmong • Japanese • Korean • Mandarin • Punjabi • Russian • Spanish • Vietnamese • Other • Unknown	Categorical
Secondary language	If any, what additional language does this teacher use with	• Arabic • Armenian	Categorical

	children in their classroom (i.e., secondary language)?	• Cantonese • English • Filipino (Pilipino or Tagalog) • Hmong • Japanese • Korean • Mandarin • Punjabi • Russian • Spanish • Vietnamese • Other • Unknown	
Highest level of education	What is this teacher's highest level of education?	• Less than high school diploma or GED • High school diploma or GED • Some college • Associate's degree (2 year degree) • Bachelor's degree (4 year degree) • Master's degree • Doctorate or other advanced degree	Categorical
ECE or CD Degrees	Please indicate degree(s) this teacher has obtained to date that are associated with ECE or CD	• Associates degree • Bachelor's degree • Master's degree • Doctorate or other advanced degree	Categorical Multi-select
ECE or CD units	Please indicate the total number of college level ECE or CD units that this teacher has completed to date Note: if only quarter units are known, divide total quarter units by 1.5 to convert to total	###	Integer Continuous

	semester units.		
Permit level	If this teacher holds a current California Child Development Permit, please indicate their current permit level.	• Assistant teacher • Associate teacher • Teacher • Master teacher • Site supervisor • Program director • Do not have a permit	Categorical Drop down list
Classroom role	Please select the position title that best describes this teacher's role in the classroom	• Lead teacher • Teacher • Assistant Teacher • Teacher's aide • Owner/operator • Volunteer • Other	Categorical
CARES Plus participation	Is this teacher currently participating in CARES Plus?	• Yes • No	Boolean

Site Frame Data

Variable	Question	Values	Format
Site name	NA	Note: Site name must not contain any personally identifiable information (PID)	Text 20 characters
Site street	NA	NA	Text 20 characters
Site city	NA	NA	Text 20 characters
Site ZIP code	NA	#####	Integer Continuous
API decile	NA	##	Integer Continuous
Program type	NA	• Licensed child care center/early childhood program	Categorical

		• Licensed family child care home • Other	
RTT-ELC QRIS participation	Is this site participating in the Race to the Top Early Learning Challenge Quality Rating and Improvement System (QRIS)?	• Yes • No	Boolean

DRDP access

Variable	Dimensions	Values (Developmental Levels)	Format
Self-Concept	• Identity of self • Recognition of own skills and accomplishments • Self-expression	### at each level (1-8) ### at each level (1-8) ### at each level (1-8)	All Integer All continuous
Social and Interpersonal Skills	• Expressions of empathy • Interactions with adults • Relationships with familiar adults • Developing friendships • Building cooperative play with other children • Conflict negotiation • Awareness of diversity	### at each level (1-7) ### at each level (1-5) ### at each level (1-7) ### at each level (1-7) ### at each level (1-7) ### at each level (0, 3-7) ### at each level (1-7)	All Integer All continuous
Self-Regulation	• Impulse control • Seeking other's help to regulate self • Responsiveness to other's support • Self-comforting • Taking turns	### at each level (1-8) ### at each level (1-5) ### at each level (1-5) ### at each level (1-5) ### at each level (0, 4-8)	All Integer All continuous
Language Comprehension	• Language comprehension • Responsiveness to language	### at each level (1-9) ### at each level (1-9)	All Integer All continuous

	• Expresses self through language	### at each level (1-9)	
	• Uses language in conversation	### at each level (1-9)	
Learning	• Curiosity and initiative • Attention maintenance and persistence • Memory • Cause and effect • Engages in problem-solving • Object and pretend play	### at each level (1-8) ### at each level (1-8) ### at each level (1-8) ### at each level (1-8) ### at each level (1-8) ### at each level (1-8)	All Integer All continuous
Math	• Understands quantity and counting • Math operations • Comparison and quantity • Shapes • Time • Classification and matching • Measurement • Patterning	### at each level (1-8) ### at each level (1-8) ### at each level (1-8) ### at each level (0, 4-8) ### at each level (1-8) ### at each level (1-8) ### at each level (1-8) ### at each level (0, 4-8)	All Integer All continuous
Literacy	• Interest in literacy • Concepts of print • Letter and word knowledge • Phonological awareness • Emerging writing • Comprehension of text	### at each level (1-9) ### at each level (0, 5-9) ### at each level (1-9) ### at each level (1-9) ### at each level (0, 5-9) ### at each level (0, 5-9)	All Integer All continuous
Motor Skills	• Movement • Balance • Grasp/release and manipulation • Eye-hand coordination	### at each level (1-9) ### at each level (1-9) ### at each level (1-9) ### at each level (1-9)	All Integer All continuous
Safety and Health	• Toileting and hygiene	### at each level (1-6)	All Integer

• Dressing	### at each level (1-6)	All continuous
• Self-feeding	### at each level (1-6)	
• Personal safety	### at each level (1-6)	
• Eating and nutrition	### at each level (1-6)	

Outreach and Support

Variable	Question	Values	Format
Parent involvement narrative	Please describe any First 5 California sponsored outreach, engagement or support activities that were provided to parents this school year.	Narrative	Text 2000 characters
Parent participation	Please indicate the total number of participants in each type of First 5 California sponsored parent engagement and support opportunity this school year.	• #### Advisory board participation • #### Parent teacher conferences • #### Classroom volunteer activities • #### Educational opportunities to support parenting and child development • #### Social support activities	All integer All continuous
Professional development narrative	Please describe any First 5 California sponsored training and/or professional development opportunities that were provided to staff this school year.	Narrative	Text 2000 characters
Staff participation	Please indicate the total number of staff participating in any First 5 California-sponsored training and professional development opportunities this school year.	####	Integer Continuous

DR Parent Survey

Variable	Question	Values	Format
Overall parent satisfaction	Please indicate the total number of parents at each level of satisfaction for question 1 on the DR Parent Survey. How satisfied are you with the overall quality of this program?	• #### Very satisfied • #### Satisfied • #### Not satisfied	All integer All continuous
Parent knowledge	Please indicate the number of parents answering yes and those answering no to the informed subset of the DR Parent Survey. Have you receive information from the program about the following? • How children develop at different ages? • How your child is growing and developing? • How your child is doing in the program? • Schedule of daily activities • What you can do to help your child learn and develop? • Parenting skills? • How to find other services in the community? • Where to report health or	For each question in the subset • #### Yes • #### No	All integer All continuous

	safety concerns? • Experience and training of program staff? • Discipline procedures? • How you can get involved with your child's program?		
Detailed parent satisfaction	Please indicate the total number of parents at each level of satisfaction for the following questions on the *satisfaction* subset of the DR Parent Survey. How satisfied are you with these characteristics of your child's program? • Hours of operation • Location of program • Number of adults working with children • Background and experience of staff • Languages spoken by staff • How program staff communicate with you • Meeting the individual needs of your child • Interactions between staff and children • Interactions with other parents • Parent involvement	For each characteristic in the subset • #### Very satisfied • #### Satisfied • #### Not satisfied	All integer All continuous

	• Equipment and materials • Cultural activities • Daily activities • Environment • Nutrition • Health and safety policies and procedures • How the program promotes learning and development		
Surveys distributed	Please indicate the number of surveys that were distributed to the parents of children at your site.	#####	Integer Continuous
Surveys collected	Please indicate the number of surveys that were collected by your site.	#####	Integer Continuous

Appendix B: CSP Logic Model

Child Signature Program (CSP)

Enhancing quality in early care and education programs for at-risk children

PROGRAM FOCUS

To increase quality in early care and education programs for children at greatest risk of school failure

Inputs:
- Quality Essential Staff (QES) (i.e., EEE, FSS, MHS, LE)
- Research-based reflective practices
- Developmental screening
- Classroom quality assessments
- Parent outreach and support
- Professional development
- *Principles on Equity*
- Curriculum standards

PROGRAM MODEL

Quality Essential Staff (QES) work to implement program elements:

Instructional strategies and teacher-child interactions
- Curriculum support
- Professional development
- Assessment to inform instructional strategies

Social-emotional development
- Practices, strategies, and/or curricula that support children's social-emotional and behavioral outcomes
- Specialized training: interactions with children, classroom management skills
- Developmental screening and assessment

Parent involvement and support
- Educate and inform parents
- Enhance parent-child relationships
- Develop parent-child-teacher relationships
- Empower and engage parents

PROGRAM OBJECTIVES

- Increased access to high quality early care and education programs for at-risk children

- Improved teacher effectiveness in working with target populations

- Improved developmental gains in target populations

- Improved development of language, literacy, and early math skills

- Improved development of social-emotional skills

- Increased parent knowledge, interest and involvement, and advocacy in early learning

ULTIMATE GOALS

- Eliminate the achievement gap for at-risk children

- Improve lifetime academic achievement and associated life success

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OVERARCHING DESIGN PRINCIPLES

1. Interventions based on research and scientific theory (developmental psychology, neuropsychology, economics): *The Productivity Argument for Investing in Young Children (Heckman and Masterov, 2004)*
2. Alignment with California Department of Education documents: *California Infant/Toddler Learning & Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Framework, California Infant/Toddler Curriculum Framework,* and *California Code of Regulations, Title 5*
3. First 5 California's *Principles on Equity*: Inclusive governance and participation, access to services, legislative and regulatory mandates, results-based accountability
4. First 5 California vision that all children in California enter school ready to achieve their greatest potential
5. At-risk children are defined as "children at greatest risk of school failure." This includes children living in catchment areas with an API ranking at or below the 3rd decile, Dual Language Learners (DLLs), children with special needs, and children of seasonal migrants